

End of 7th - End of 8th Grade Spanish Achievement Rubric for Knollwood Report Card

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Performance Indicators	Rubric
<p>Listening: (Interpretive Mode) Understands spoken language (sentences, questions, and paragraph-length information on familiar and unfamiliar topics)</p>	<p>3</p> <p>Intermediate High</p> <ul style="list-style-type: none"> • Understands sentences, questions and paragraph-length information on familiar and some unfamiliar topics • Understands the main idea and most supporting details • Understands meaning of all cognates • Derives meaning of many new words from context • Infers speaker's intent • Demonstrates some cultural awareness
	<p>2</p> <p>Intermediate Mid</p> <ul style="list-style-type: none"> • Follows oral directions without the necessity of additional support (repetition, visuals, gestures) • Asks for clarification in order to gain a deeper understanding • Understands sentences and questions on a wide variety of familiar topics • Understands the main idea and some supporting details • Uses context to identify unfamiliar vocabulary (people, places, objects) from simple oral descriptions. • Identifies key words after listening to longer passages • Identifies main idea(s) and some supporting details after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives delivered at natural speed • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple,

	<p>short, video-recorded conversations and narratives delivered at natural speed</p> <ul style="list-style-type: none"> • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short audio-only conversations and narratives [without regard to accompanying visuals] • Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes). • Attends to, but does not consistently need, communication partner's use of objects, visuals and gestures to facilitate comprehension.
	<p style="text-align: center;">1 Novice High/Intermediate Low</p> <ul style="list-style-type: none"> • Follows oral directions • Asks for clarification as needed to alleviate confusion • Understands sentences and questions on familiar topics, but may need repetition/rephrasing or slowed speech • Understanding may be uneven as the topics become less familiar • Identifies familiar people, places, and/or objects based on simple oral descriptions. • Identifies key words after listening to simple passages • Identifies main idea(s) and a few supporting details after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives • Notices and comments on connections to first language (cognates, roots and prefixes). • Attends to communication partner's use of objects, visuals and gestures to facilitate comprehension.

	<p>E</p> <p>Advanced Low</p> <ul style="list-style-type: none"> • Performs at an Intermediate High range more consistently
<p>Speaking: (Interpersonal and Presentational Modes)</p> <p>Expresses oneself orally (by creating language with longer sentences and strings of sentences)</p>	<p>3</p> <p>Intermediate Mid</p> <ul style="list-style-type: none"> • Is understood without difficulty by someone unaccustomed to language learners • Creates with language (does not rely on memorized chunks) • Connects simple sentences to create longer sentences • Routinely uses strings of sentences • Uses a wide range of vocabulary that accomplishes the task • Makes errors but they rarely interfere with communication • Keeps the conversation going by asking and answering simple questions and clarifying meaning • May paraphrase to clarify meaning • Names and provides other information about tangible products from target culture
	<p>2</p> <p>Intermediate Low</p> <ul style="list-style-type: none"> • Gives elaborated contextually appropriate responses to questions on familiar topics • Is understood, with occasional difficulty, by someone unaccustomed to language learners • Occasionally disengages the listener with long pauses to search for vocabulary • Pronunciation is influenced by native language • Keeps the conversation going by responding to questions, creating some simple questions, and asking for clarification when needed • Creates with language, doesn't have to rely on memorized chunks to get ideas across

	<ul style="list-style-type: none"> • Uses simple sentences and can even make strings of sentences • Uses a range of vocabulary • May make errors that sometimes interfere with communication • Asks a combination of formulaic/high-frequency or self-generated questions • Names and may provide other information about tangible products from the target culture. • Responds to simple questions and volunteers elaboration <p>Confidently, with flow and appropriate intonation . . .</p> <ul style="list-style-type: none"> • Makes requests • Expresses preferences
	<p style="text-align: center;">1 Novice High</p> <ul style="list-style-type: none"> • Gives contextually appropriate responses to questions on familiar topics • Is generally understood by someone accustomed to language learners • Sometimes leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener • Pronunciation is influenced by native language • Keeps the conversation going by expressing confusion and/or the need for repetition or clarification • Uses simple sentences and may attempt to add information to clarify or justify meaning • Recognizes and uses familiar vocabulary on a range of topics • Errors generally do not interfere with communication • Asks formulaic, high-frequency questions • Names tangible products from the target culture. • Responds to simple questions • Makes requests • Expresses preferences

	<p>E</p> <p>Intermediate High</p> <ul style="list-style-type: none"> • Is easily understood by someone unaccustomed to language learners including native speakers • Creates with language using strings of sentences and sometimes connected discourse of paragraph length • Consistently uses a wide range of vocabulary that accomplishes the task • Uses some specialized and precise vocabulary • Is very accurate in present tense but makes errors when using past and future • Starts and maintains the conversation by asking and answering questions • Is able to circumlocute at times
<p>Reading: (Interpretive Mode)</p> <p>Understands written language (extracts details from and gets the point of short, written authentic texts)</p>	<p>3</p> <p>Intermediate Low</p> <ul style="list-style-type: none"> • Identifies the main idea of the passage • Understands most supporting details • Understands the meanings of cognates • Derives meaning of many new words from context • Infers the author's intent • Demonstrates some cultural awareness
	<p>2</p> <p>Novice High</p> <ul style="list-style-type: none"> • Follows written directions without the necessity of additional support (teacher or other references) • Identifies key words and/or identifies main idea(s) after reading passages of several paragraphs • Understands what is read • Identifies main idea(s) after reading passages of several paragraphs • Sometimes successfully interprets (reads between the lines) when necessary

	<ul style="list-style-type: none"> • Uses context to identify unfamiliar vocabulary (people, places, objects) from simple written descriptions • Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes)
	<p style="text-align: center;">1 Novice Mid</p> <ul style="list-style-type: none"> • Follows written directions • Recognizes key words and/or identifies main idea(s) after reading simple passages • Understands, for the most part, what is read • Attempts to interpret (read between the lines) when necessary • Identifies very familiar people, places, and/or objects based on simple written descriptions. • Notices and comments on connections to first language (cognates, roots and prefixes).
	<p style="text-align: center;">E Intermediate Mid</p> <ul style="list-style-type: none"> • Identifies the main idea of the passage • Understands most supporting details • Understands the meaning of all cognates • Derives meaning of many new words from context • Infers the author's intent • Demonstrates cultural awareness
<p style="text-align: center;">Writing: (Interpersonal and Presentational Modes) Creates written language</p>	<p style="text-align: center;">3 Intermediate Mid</p> <ul style="list-style-type: none"> • Creates with language (does not rely on memorized chunks) • Connects simple sentences to create longer sentences

(using simple sentences and strings of sentences)	<ul style="list-style-type: none"> • Uses strings of sentences • Makes few errors • Uses a wide range of vocabulary appropriate to the topic • Consistently uses phrases/images/content to maintain the attention of the audience • Organizes writing in a logical manner • Writing exhibits an uninterrupted flow • Generally demonstrates awareness of cultural appropriateness (use of expressions)
	<p style="text-align: center;">2 Intermediate Low</p> <ul style="list-style-type: none"> • Labels and provide additional information about tangible products from the target culture. • May demonstrate awareness of cultural appropriateness (use of expressions) • Writes, with some elaboration, about familiar topics • Creates with language (does not rely on memorized chunks) • Uses simple sentences and some strings of sentences • May make occasional errors • Uses a range of vocabulary that accomplishes the task • Occasionally may uses the wrong word or expression • Sometimes uses phrases/images/content to maintain the attention of the audience • Writing is organized in a logical manner • Gives elaborated contextually appropriate responses to simple questions • Expresses preferences on a variety of topics and provides reasons for those preferences
	<p style="text-align: center;">1 Novice High</p>

	<ul style="list-style-type: none"> • Labels tangible products from the target culture • Writes about familiar topics so that the reader understands without difficulty • Is mostly correct when producing simple sentences but makes errors when attempting to be more creative with the language • Writing is rich in appropriate vocabulary • Writing is engaging and shows effort to appeal to the audience's interest • Writing has an organizational structure (beginning, middle, end) • Supports main ideas with examples • Gives contextually appropriate responses to simple questions • Expresses preferences
	<p style="text-align: center;">E Intermediate High</p> <ul style="list-style-type: none"> • Creates with language • Uses strings of sentences and sometimes uses connected discourse of paragraph length • Consistently uses a wide range of vocabulary that accomplishes the task • Uses some specialized and precise vocabulary • Is very accurate in present tense but makes errors when using past and future